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ABSTRACT

This teaching module is developed for use in inservice training for parent educators who serve as home visitors. It may be used by teachers, parent volunteers, paraprofessionals, or other adults who want to develop home learning activities that meet the individual needs of children. This module shows a home visitor how to solicit ideas for home-school activities from the parents they visit. A model is provided for creating home-school activities. The needs of children and their families are discussed and the importance of listening to and interpreting concerns, complaints, and questions is emphasized. The concept of strengthening the home-school partnership is stressed. Examples of and ideas for home activities are illustrated. (JD)

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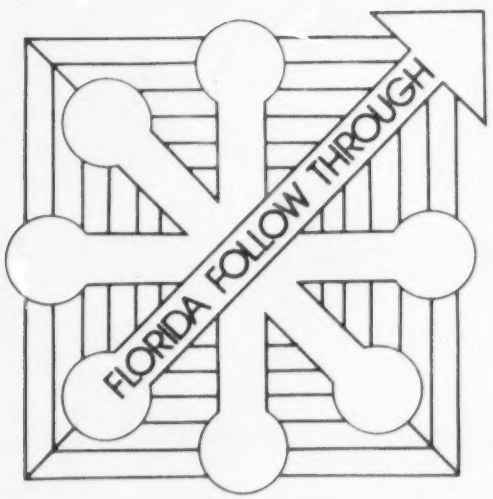
PARENT-GENERATED

HOME-SCHOOL ACTIVITIES



SP011 255

FOREWORD

This module was developed for Florida Follow Through by Loretta Vacanti, Hillsborough County Follow Through, for use in inservice training for parent educators who serve as home visitors. We hope it will be helpful to any teachers, parent volunteer, paraprofessional or other adult who wants to develop home learning activities which meet the individual needs of children.

The module aims to

1. show a home visitor how to solicit ideas for home-school activities from the parents they visit,
2. provide a model for creating home-school activities,
3. provide insight into the needs of children and their families by increasing skills in listening to and interpreting concerns, complaints and questions,
4. stress the concept of strengthening the home-school partnership through the processes of home visitation and parent education.

Appreciation is extended to the Hillsborough County Follow Through staff for their generosity in sharing this document with other Florida educators. For further information, please contact:

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INTRODUCTION

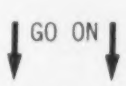
Anyone who has not worked in Follow Through may have some questions about the use of an educational model. Some of the most frequently asked questions, with their answers, follow:

I. What are the specific goals of the Florida Parent Education Follow Through model?

Its goals are:

1. to develop a partnership between home and school,
2. to help parents realize the importance of their role as teachers of their own children,
3. to help parents become more effective teachers of their children,
4. to help parents realize that they are capable of influencing school programs, and
5. to help parents learn how to influence the school through active participation in the Policy Advisory Committee (PAC).

Are you still interested? If so,



II. How are these goals pursued?

Aims are carried out through the home visitation system with parent educators as facilitators of that system.

III. What does the parent educator actually do in the program?

The parent educator works as a home visitor and as a classroom assistant. She visits the parents of each child in their home to demonstrate learning activities designed for their child. In addition, she serves as a teacher auxiliary in the classroom and as a referral agent for supportive services.

In carrying out all of these activities, the parent educator becomes a link between the school and the home.

Do you want to know more?

GO ON

IV. What are the home learning activities?

Home learning activities are instructional tasks that are "fun." Each task is taught to the parent who, in turn, teaches it to their own children.

V. What does this module hope to accomplish?

After parent educators complete this learning packet, they will be ready to go into homes and gain suggestions for home activities from the parents they visit.

Do you feel that these skills will help you in your work?

GO ON

VI. How does this fit in with the philosophy of Project Follow Through?

Follow Through programs frequently are designed to

- show parents that they are the first and often the best teachers of their own children;
- demonstrate that everyday living experiences in the home can reinforce children's learning skills;
- encourage the use of language; and
- include many and varied experiences for children.

SOLICITING PARENT IDEAS

A parent educator, when making a home visit, has the responsibility for carrying out these steps:

1. review the last activity taught;
2. encourage the parent to become a volunteer participant in the child's classroom;
3. discuss the activities of the Parent Advisory Committee (PAC) which are planned at the school of parents;
4. inform parents of the comprehensive services which are available to Follow Through families;
5. teach a new home-school activity designed to meet a need of the child which has been identified by his classroom teacher, his parent or the parent educator.

Getting the parent to identify the child's "need" and encouraging that parent to suggest a learning experience for the family is what this Parent-Generated Home-School Activity Module is all about.

LET'S BEGIN!

Soliciting ideas for new home-school activities is an important part of a parent educator's visit to a home.

> Is it sufficient to ask a mother, "Would you like a particular kind of activity for your child next week?"
>
> If not, what other kinds of questions should you be asking?
>
> What clues could you be looking for?
>
> What kinds of parent comments are important?

If you would like to know the answers to these questions or more about the concept of soliciting ideas for new home-school activities

GO ON

REVIEW OF LAST ACTIVITY

A parent educator should be aware of the fact that the last activity delivered is often a source of ideas for new tasks. You need to listen very carefully to comments made by parents.

Suppose a parent tells you that when she was teaching My Dictionary, an activity which encourages children to find, cut and paste magazine pictures representing the letters and sounds of the alphabet (see Appendix), that, "It was all right, but my child confused the "b" pictures with the "d" pictures and put them on the "d" page."

- Is this parent's comment trying to tell you something?
- Does this mother feel that her child needs some more work on recognizing "b's" and "d's?"
- What kind of activity should you take into her home on your next visit?
- What could you suggest that would help her teach her child the difference between the "b" and the "d"?
- Is there anything readily available in her home which could be used to reinforce this concept?

If you are still interested,

→ GO ON →

NOW IT'S TIME FOR YOU TO DO SOME WORK!

List five comments parents have made concerning previous activities you have delivered to their homes. Be specific!

- If a parent comments that the activity was successful, include the reasons given for this success.
- If the parent felt the activity was important to the child, list the reasons given.
- If the parent felt the child had a high degree of interest in the task, explain why the child was so interested.
- If the parent said it was too difficult, explain the parts of the task which proved to be difficult.

Here's a place for your list:

1

2.

3.

4.

5.

→ GO ON →

INTERESTS, HOBBIES AND PROJECTS OF THE CHILD AND THE FAMILY

Children's interests and family hobbies are an excellent source of new activities. While you are in a home, be aware of the things that may reveal ways that the family spends their leisure time.

The following quotations are from conversations with Follow Through parents. Analyze each quotation. After you have interpreted them, write a brief comment concerning the types of activities you might take to that home which use the ideas gained from parents' conversation about interests, hobbies or projects.

Example 1. "Let me show you the garden Johnny planted."

Example 2. "After we visited the Plant City festival, Mary asked me how honey is extracted from bees."

Example 3. "My husband just finished building us an inside fireplace. Would you like to see it?"

Example 4. "We just bought these birds for Teresa's birthday. They chatter like that all the time!"

Example 5. "Oh, that's just a model Jim made. He has a whole collection in his room. Some are model cars; others are ships and planes."

Example 6. "These are the bicycles we just bought. Now, even the kids and I can go riding with my husband."

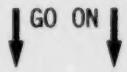
Example 7. "Thank you. I'm glad you like our fish tank. I let the kids tend to it. They clean it and make sure it always looks attractive."

Example 8. "Did you like that jar of strawberries we gave you? Lucy was so happy that you wanted to taste the food we just learned how to preserve."

Example 9. "Our kids made that themselves. They used some old egg cartons and some wool yarn to put it together. It's supposed to be a Christmas tree."

Example 10. "Betty has a beautiful voice. Have you ever heard her

sing the new song she learned in school.



* The Group Leader will allow time for parent educators to discuss each example. Possible answers for discussion follow. An explanation of tasks referred to in the text may be found in the Appendix.

POSSIBLE ANSWERS

Example 1. Mystery Garden (#6999)

A Garden to Grow On (#0071)

The Parent Educator (PE) may suggest growing plants from any beans a family may have on hand (lima beans, black-eyed peas, etc.)

Another suggestion might be to plant any vegetable that's begun to sprout (potato, onion or radish) and to graph the plant's growth.

Discussion may lead children to know that all living things need air, light, water and food.

Example 2. Check out a book on bees and have the child read the book and prepare a report on how bees make honey.

Have the child represent bees and a beehive on paper with pencil, pen or crayons.

Suggest making a list of ways honey is used once it has been extracted.

Example 3. Have the child list the materials needed to make the fireplace sharing a diagram made on how the fireplace was put together. The whole procedure might even be charted by the child.

Example 4. Have the child check out a book on Parakeets. Encourage the child to learn all there is to know about the care of the birds. A task could be made to use this interest to play a game.

Example 5. Encourage the child to make another model, this time writing down the directions so that when the finished product is brought to school, an explanation on exactly how it was put together can be made.

Example 6. Traffic Signs (#6373)

Have the child list the safety rules which must be followed while riding a bicycle. Make sure the child is able to explain the why behind each rule. Have the child share the rules learned with the child's family and classmates.

Example 7. Use the library as a source of information on aquariums. Make a brief report on the importance of caring for an aquarium properly.

List the steps in cleaning the tank. Allow this child to be responsible for the care of the aquarium in the classroom. The child could demonstrate a technique for the other children to help them to learn aquarium care.

Example 8. Taste (#2104)

Taste Task (#2088)

As a nutritional task have the child make a list of the various foods which were tasted over a period of time. The child might also write in sequence the procedures involved in preserving foods, stressing the importance of this task.

Example 9. Have the child experiment further to see what other things can be made with egg cartons. The creations could be the basis for an art project carried out in the classroom.

Example 10. Encourage the child to learn new songs. Have the child practice until the child feels ready to sing for the class. The words in nice handwriting (chart form) might also be written by the child so that the other children can sing along.

STILL INTERESTED?

→ GO ON →

REACTIONS TO PREVIOUS ACTIVITIES

* List <u>your</u> comments about previous activities:

1.

2.

3.

4.

5.

* These comments are to be discussed with the inservice group leader. The group leader is to help the parent educator see how the parent's comments might be used as a step toward parent-initiated activities.

→ GO ON →

PARENT CONCERNS, COMPLAINTS AND QUESTIONS

Sometimes parents talk to us about problems they are having with their children. These problems may provide ideas for home activities.

Can you think of any examples?

If so, jot them down for discussion with your group leader. Be prepared to tie the problem to a possible home activity which will deal with the concern in a positive manner.

If discussion lags, the group leader may offer these examples:

Example 1. Yes, Johnny does sit like that at the table sometimes. I have to ask him to pull his chair in and sit correctly. What should I do about his habit of sitting like that at the table?

Possible Solution

This parent evidently needs a home activity that deals with table manners. We might try Helping Hands (#6052) or My Table Manners (#019.) An approach which rewards proper behavior (earning stars on a chart) might be helpful.

Example 2. Mary refuses to keep her room straight. I've tried everything I know to do, but her room is still a mess!

Possible Solution

Work with her in her room the first time to show her exactly what you expect of her.

- Go through making the bed together.
- Go through the clothes, sorting those that go into the hamper and those that must be put away or hung up.
- Allow natural consequences to follow. If bed is not made, it stays unmade. If clothes are not properly put away, they can't be worn or won't be ready when the child wants to wear them.

Example 3. Johnny keeps on wanting to wear clothes that don't match. We really get into some quarrels because of this!

Possible Solution

Perhaps Johnny needs more work in recognizing colors. Provide opportunities for him to talk about the colors he sees. Check

to see if he knows the difference between shades of blues, purples, reds, etc. Have him combine colors and tell you why he likes the combinations he makes.

Discuss plaids and solids, stripes and solides, then plaids and stripes. If he enjoys drawing and coloring, have him make some designs himself.

When the family is going to a special place, you probably know how you want Johnny to look, so put out two or three outfits that you like and have him choose from these.

Activities that reinforce color recognition are:

Color Fishing (#6701)

Colorama (#0005)

Color Concentration (#201)

→ GO ON →

NEW EVENTS

New and interesting events may suggest home activities. The whole family might even work together on an idea. For example:

> Mother tells you, "We're going to Georgia next weekend. We haven't seen our relatives in over four years."

Or maybe this:

> "I'm so happy! Jane is going to ride on an airplane for the first time. She's going to New York to visit her father. She will be back in one week."

How about:

> "Do you know what my electric bill was this month? I don't know what I'm going to do! How can we work together to bring it down?"

Or:

> "We're expecting a new baby. The family is so excited!"

If you see the possibilities in these families' ideas,

→ GO ON →

THE DESIRABLE TEACHING BEHAVIORS

The ten Desirable Teaching Behaviors (D.T.B.'s) apply not only to mother-child interactions, but also to those of teacher-child, parent educator-child, parent educator-mother and teacher-parent educator.

In delivering a home-school activity, the Desirable Teaching Behaviors are demonstrated and discussed in ways that encourage parents to use them when teaching their children.

The D.T.B.'s are appropriate for use in any teaching-learning situation. Recent studies show that using such appropriate teaching techniques makes a difference between a child's learning and non-learning.

On this premise, we are attempting to show families how to work together (using the D.T.B.'s) to increase regard for educational achievement and improved life chances.

→ GO ON →

HERE ARE THE DESIRABLE TEACHING BEHAVIORS

1. Get the learner to ask questions.
2. Ask questions that have more than one correct answer.
3. Ask questions that require more than one word as an answer.
4. Encourage learners to enlarge upon their answers.
5. Praise learners when they do well or take small steps in the right direction.
6. Let the learners know when their answers or work is wrong, but do so in a positive or neutral way.
7. Get the learner to make judgements on the basis of evidence rather than by guessing.
8. During the activity give the learner time to think about the problem; don't be too quick to help.
9. Before starting the activity; give the learners time to familiarize themselves with the task materials.
10. Before starting the activity, explain what you are going to do.

USING THE D.T.B.'S IN ACTIVITIES

Using the D.T.B. as the springboard is another way to generate an activity. If praise (D.T.B. #5) is lacking, then an activity might be built to acquaint those in the home of the many different ways to praise. If, in another home, adults are too quick to help (D.T.B. #8), perhaps you and the mothering-one could think up ways to allow more time for a child to think before the adult steps in to help.

Use of complete sentences is a behavior most children can improve upon (D.T.B. #3). It's so easy today for children to answer a question like this .....

"What did you do in school today?"

Child's response ..... "Nothing."

or

"What did you eat for lunch at school?"

Child's response ..... "The same things."

Rephrasing the questions often brings about a more complete response. (D.T.B.'s #2 & #3). Examples:

"Tell me all about the story you read in reading class today."

or

"List in order (of what you liked best) the things you ate for lunch at school today."

We can try to make up activities which help parents ask questions which have more than one correct answer (D.T.B. #2). Suggest open-ended questions such as "How do you know I love you?" or "What part of you do you like best?"

For the homes that resort to spankings, slaps or punishment too quickly, it might be suggested that children be corrected in more positive ways

(D.T.B. #6). Perhaps the removal of a favorite TV show, or having the child spend a period of time in his or her room might lead to correcting mistakes and give the parents a time to think before taking action.

Explaining to any adult why doing something is desirable is very important. It is equally as important to explain the why behind what we want children to do. (D.T.B. #10). Such behavior encourages the explanation, overview or introduction of what you expect from any activity. The second step is to let the adult or the child become familiar with the materials that they will be working with (D.T.B. #9).

If you're going to buy a book, what do you usually do first? Most people thumb through the pages and read the table of contents. The same is true for children. Before they make a selection, they must look over what is available and make a decision. This approach applies to working on an activity. Look at it, explore the materials, then begin (D.T.B. #9).

Allowing for choices is a little more difficult. Too many times adults forget that children should be allowed to make their own choices (D.T.B. #7). Perhaps we could:

- Let children tell us where they'd like to go for an afternoon outing, or
- Choose which T.V. program the family will watch at a certain time, or
- Decide on a restaurant to eat in on a special occasion.

Remember it is important to find out the why's of children's choices or judgements.

Did you every stop to think that it's desirable to let children ask you questions? We should allow and encourage questions (D.T.B. #1) because this is how children learn. They ask about what they're interested in; if they

really want to know, they will learn. Think about this and do your best to be patient and answer; to the best of your ability, all the questions your child asks.

GO ON

If you want to make up an activity of your own .....

MAKING YOUR OWN HOME-SCHOOL ACTIVITY

The fact that parents can originate their own Home-School Activities should be stressed. We must keep reminding parents that they are teaching their children every day. They can work out ideas within the family and create tasks which can be used in other homes.

On the following page is a format for use in helping those within the home create an activity.

Read the activities--Steps in Developing a Home Activity and Making Your Own Home Learning Activity. When you have finished, see if you think you could deliver it to an interested home.

→ GO ON →

ACTIVITY FORMAT (Explained)

Number _____ Name _____

Idea (Title)

Why?	What child will get out of it? What does it have to do with school work?
What?	Specific description of materials needed.
How?	Action involved in teaching task. Question cues (What? Why? How come? Contrasted with? Compared with?)
What Then? or What Else?	Extensions of the task upwards (in terms of grade levels) as well as adaptations and variations at approximately the same difficulty level.

STEPS IN DEVELOPING A HOME LEARNING ACTIVITY

The Idea

The first step asks you "What are you going to write a learning activity about?" It can be about a puzzle, about coloring, reading, looking, recognizing, telling the difference between, remembering, applying something learned before to a new situation, comparing, contrasting, feeling, smelling, ... As you can see, the idea can be about almost anything you think the learner should experience.

The idea can come from the home, the school, or the community. They idea can be provided by the parent, the parent-educator, the teacher, or can be obtained from any other source.

(If you are developing a Home Learning Activity as you read this paper, pause and think of an idea for an activity and write it on top of the Task Format, Appendix A.)

The Why

This step asks you for the reason you want the learner to experience the learning activity based on your idea. What will this learning activity do for the learner? What does it have to do with school?

For example, the reason for such activity could be to allow the learner to experience talking about something, reading, thinking, building, playing, or listening--or you can state the concepts, skills understandings you are trying to help develop in the learner.

(If you are developing a Home Learning Activity as you read this paper, pause and determine what a learning activity using your idea will do for the learner. Also determine what it has to do with school.)

The What

This step requires you to list all the materials needed to perform the learning activity. When possible home materials should be used. Indicate number, shape, size, color .... of the materials.

(If you are developing a Home Learning Activity as you read this paper, pause and list the materials needed to perform the learning activity.)

The How

This part asks you to describe the action required to successfully accomplish the learning activity.

In describing the action necessary to complete the learning activity, give step by step directions so that the parent can guide the activity with the child. This step tells the action to be performed by both the parent and by the child.

As you become more familiar with the parent and your "delivery technique" becomes more effective in teaching the activity to the parent, you can reduce the step by step directions and substitute, instead, action "cues". These "cues" are words placed to remind the parent to ask the child questions or to do certain actions. Questions cues can be: why; how; how come; can you tell; compare; contrast. Action cues can be: pause; listen; look; point; show; guide.

(If you are developing a Home Learning Activity as you read this paper, pause and write down the steps you want the parent to follow in guiding the learning activity. Include "cues" which you want to use in reminding the parent to perform certain actions or to ask certain types of questions.)

What Then/What Else

This step allows you the opportunity to extend the Home Learning Activity to another activity of the same difficulty requiring different action or to a similar activity which is slightly more difficult. This is necessary when a parent feels that the child should have more than one activity per week or when there is more than one child in the family and the parent wants to involve everyone.

(If you are developing a Home Learning Activity as you read this paper, pause and think of an extension that will be useful for other children in the family.)

ACTIVITY FORMAT

Task
Number _____

Originator
D.T.B.'s Used _____

Idea (Title) _____

Why?

What?

How?

What then?
or
What else?

Task #0514

NAME _____

Desirable Teaching Behaviors:
3. Encourage speaking in complete sentences.
7. Get the learner to make judgements on the basis of evidence rather than by guessing.
10. Explain what the activity is about.

MAKING YOUR OWN HOME-SCHOOL ACTIVITY

WHY? To give the parent and the child an opportunity to make their own home-school activity, one in which they can include their own suggestions and preferences.

WHAT? Paper and pencil

HOW?

1. Talk with your child about why we have home-school activities. Why they are important and what they can reveal about the child, the class work and the child's likes and dislikes.

2. Discuss with your child some of the things the child would like to do on an activity. Why? Then the two of you together jot down some of your child's and your own suggestions. Then decide on the one idea the child would like to use for the activity.

3. Let the child develop one. Go over the outline of the task with your child and talk with the child about each part.

4. Discuss the Desirable Teaching Behaviors and why they should be included in each task.

Under Why? include the purpose of the task; What? what materials are necessary to complete the task; How? explain how the task can be done in detail, that is what the learner must do if the learner is to complete the task; What Else? anything further the learner might do to extend the task, change parts of it, or add anything else.

WHAT THEN? OR WHAT ELSE? Let the child bring an activity to school to share with the class. A list of suggestions for future activities might also be brought.

Praise and encourage the child to respond and share personal ideas.

DEVELOPING YOUR IDEAS INTO ACTIVITIES

Now it's time for you to develop a home-learning activity.

1. Write a skeleton of a task, using any of the ideas that you've heard while working on this module.

2. After you've written your activity or task, explaining

   What?

   How?

   What Then?

   or

   What Else?

   share what you have come up with with the rest of your group.

3. Your task may generate from

   a. Interests, hobbies and projects,

   b. Parent concerns, complaints, questions or

   c. New events, or

   d. Desirable Teaching Behaviors that need further work.

INSTRUCTIONS:

1. Use the task format and let the steps outlined for developing an activity help you.

2. Evaluate your Home-School Activity.

→ GO ON →

EVALUATION

How Do You Know You Have A Good Activity?

Check to see if:

1. The learner[1] does a lot of talking: telling about things, giving reasons, asking questions, telling you why, what, where, how.

2. The learner has fun doing it; there's a lot of interest and action.

3. The directions are clear enough that it can be taught.

4. You and the learner understand <u>why</u> you are doing it, what it's for.

5. It encourages the parent to use a lot of ways to teach, and the learner to try different ways to do it. That is, it's not cut and dried, but takes thinking and swinging with what happens.

6. If possible, home materials are used.

7. The learner knows that something has been learned; it can be seen right away and it leaves a good feeling.

8. The learner is encouraged to think up new activities or things to do which grow out of the task.

[1]The learner, depending upon the setting, can be teacher, parent educator, parent university professor, or child. Each at some time is in the learner role.

June 19, 1971
University of Florida

PARENT-GENERATED ACTIVITIES

At last you are ready to "generate" activities in the homes you visit! When you receive an idea for any activity, use the resources at hand to see if what you need has already been prepared. If not, suggest to your parent what you might do together to make one of your own and proceed from there.

Some activities which actually stemmed from homes in the Hillsborough County Follow Through project are included in the pages that follow. We hope you may enjoy reading them.

GOOD LUCK!

THE END

HOME LEARNING ACTIVITY

Task #6999
School-HLA Specialist

NAME _____

Desirable Teaching Behaviors:

1. Encourage questions.
2. Ask questions that have more than one correct answer.
5. Praise learners when they do well.
7. Get learner to make judgements on the basis of evidence rather than by guessing.
8. Allow time necessary for thinking.
9. Let learners familiarize themselves with task materials.
10. Explain what the activity is about.

"MYSTERY GARDEN"

WHY? To have an experience in growing plants.

WHAT? Mystery Garden Kit Special Instruction Booklet (provided with kit).

HOW?

1. Investigate the articles in your mystery kit. (D.T.B. #9 & #10)
2. Read the instruction booklet together. (Allow time for discussion). (D.B.T. #1)
3. Have learner separate different seeds into groups that are alike. (Categories) (D.T.B. #7 & #8)
4. After seeds have been placed in planting blocks, water carefully so as not to wask out the seeds. (D.T.B. #5)
5. Place Mystery Garden in a warm sunny spot and watch for growth.
6. When plants sprout, turn daily to keep plants growing straight.

WHAT THEN?
OR
WHAT ELSE?

1. Use your instruction booklet to identify the plants that are growing. (D.T.B. #7)
2. Plant a small garden of your own in an area of your yard. Be sure to water your garden and keep it free of weeds.

HOME LEARNING ACTIVITY Task #071 Tampa, Fla.
Parent-Sulphur Springs School

NAME _____

A GARDEN TO GROW ON

Why?	For child to create an interest in how food grows.
	For parent to help the child be responsible for a garden.
WHAT?	Seeds, Vegetable that have sprouted, tomato plant, etc.
HOW?	Find a sheltered place with sun and shade. Dig a hole the size of a paper cup. Mix soil togehter. Place tomato plant in hole and press dirt around it. Be sure to have your plant a large glass of water every evening after supper.
WHAT THEN? OR WHAT ELSE?	Take care of your garden daily.
	Chart the plants growth.
	Make sure to water your garden.

HOME LEARNING ACTIVITY Task #6052
Teacher-R.E. Lee School

NAME _____

Desirable Teaching Behaviors:
2. Ask questions that have more than one correct answer.
3. Encourage speaking in complete sentences.
7. Get learner to make judgements on the basis of evidence rather than by guessing.

HELPING HANDS

WHY? To divide household responsibilities between your children.

WHAT? Construction paper
List of household duties
Scissors

HOW?

1. Tell your children that they are your helping hands.

2. Show them the construction paper. (D.T.B. #8 & #9) Have them trace and cut out their hand prints.

3. Let them write their own names on their construction paper hands.

4. Show them the list of household responsibilities.
e.g.

Bedmaker	Floorsweeper	Table clearer
Garbage taker	Dish Washer	etc.
Bathroom cleaner		

With children discuss each duty and what that responsibility consists of
e.g. What do you think the "Bedmaker has to do? What else?
How does the "Tableclearer" do the job? (D.T.B. #2 & #3)
What does the "Bathroom clearner" need to do the job? What else?
How does the tub get cleaned? What else is done?

Continue on this way until all the jobs are discussed.

5. Allow the children to choose which duty they would like to be responsible for that week. (D.T.B. #7) Ask why they choose to accept that particular responsibility.

WHAT THEN? OR WHAT ELSE?

1. Next week go over the job responsibilities again, and let them switch to another duty of their choice.

HOME LEARNING ACTIVITY Task #6375 Tampa, Fla.
P.E.-Sulphur Springs Schools

NAME _____

Desirable Teaching Behaviors:
2. Ask questions that have more than one correct answer.
3. Encourage speaking in complete sentences.
8. Allow time necessary for thinking
9. Let learners familiarize themselves with task materials.

FLOWER POWER

WHY? To reinforce good helath and nutrition by rewarding good habits.

WHAT? Pattern of
1) flower petal (cut about 20)
2) stem and leaves
3) center discs (cut one of each size) label one disc good grooming habits, one disc good eating habits, one disc good nail habits
4) contruction paper (yellow, brown, green)
5) paste
6) scissors
7) pencil

HOW?
1. Tell your children that they are going to make flowers.
2. Show them the patterns and materials (D.T.B. #9)
3. Give them time to trace and cut out the patterns. (D.T.B. #8)
4. Explain that petals are to be pasted onto the flower only when the child "earns the petal." To earn a petal, they must display good grooming habits or good eating habits or good nail habits.

Ask:
1) What do you think good grooming means? (D.T.B. #2 & #3)
2) How can you earn good grooming petals? (Encourage discussion concerning: taking baths, washing face, keeping clean fingernails, clean hands, neatness, etc.
3) What are some good eating habits? How can you earn good eating petals? (Encourage discussion concerning: eating all your food, tasting new and different foods, use of utensils, how to sit at the table, etc.)

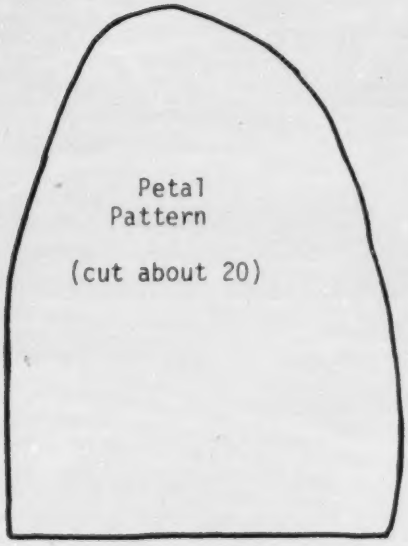
When children understand what you expect, encourage them to earn as many petals as they can. Each time they display good grooming and eating habits, allow them to paste a petal onto their flower.

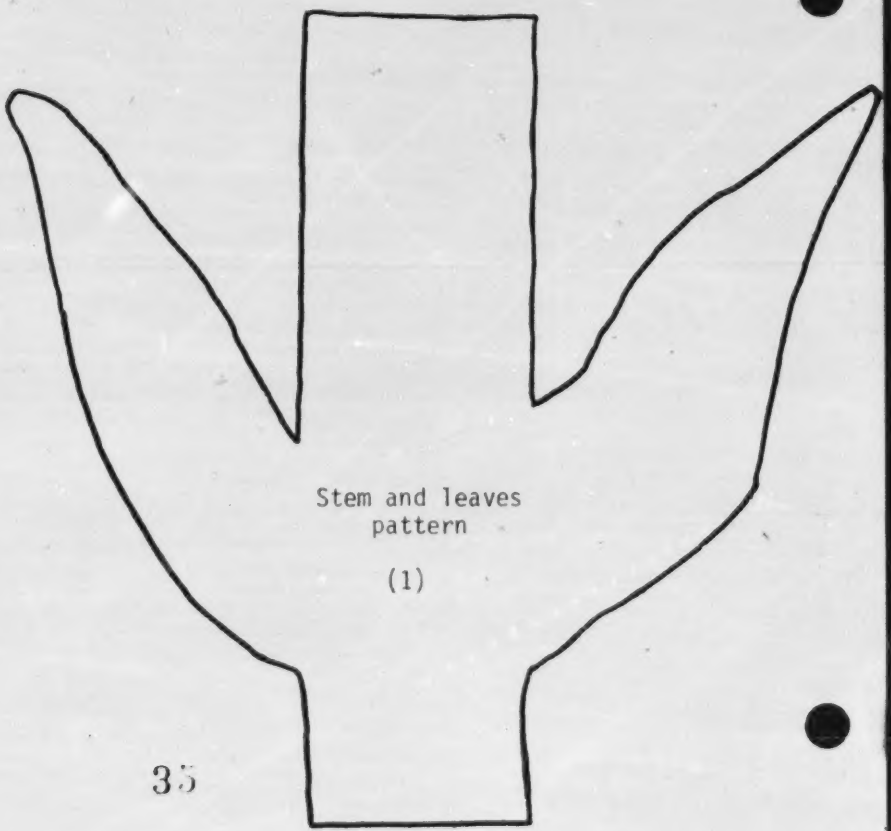
If nail biting correction disc is added in center, grant petal per week.

WHAT THEN?
OR
WHAT ELSE?
As your children mature, we hope they will display good habits without the earn a petal system. Praise will be the reward.

Label Good Eating Habits
(1) medium disc label
Good Grooming Habits
(1) large disc

(1) small disc label
Good Nail Habits


Petal
Pattern
(cut about 20)


Stem and leaves
pattern
(1)

HOME LEARNING ACTIVITY Task #019
Parent-Lee School

NAME _____

Desirable Teaching Behavior:
5. Praise learners when they do well.

"MY TABLE MANNERS"

Why? To teach table manners

WHAT? Scrap book of construction paper, stars.

HOW? While at the table eating, the parent is to ask the child to suggest some good table manners. Parent writes down all table manners the child says, whether right or wrong; but places a star by the ones considered important.

When the scrap book is completed, the parent shows the child the starred manners and tells the child that these are the ones to use anywhere.

HOME LEARNING ACTIVITY — Task #6701 Tampa, Fla.
Teacher-Thonotosassa

NAME _____

Desirable Teaching Behavior:
8. Allow time necessary for thinking.

"COLOR FISHING"

WHY? To reinforce recognition of the eight basic colors.

WHAT? Fish Pattern - 8 pieces of construction paper (red, yellow, blue, green, black, brown, purple, orange)
Empty Container
String
Paper Clip
Any type of stick

HOW?

1. Show your child the fish pattern and the different pieces of construction paper.
2. Tell the child to trace the fish pattern and cut out some fish from the eight different colors.
3. Put the fish into an empty container.
4. The parent should hook a fish and the child names the color. If the child identified the color correctly, the fish can be kept; if the color cannot be identified, then it goes back in the container.
5. Discuss the colors that the child misses in depth. Ask: "What do you see in our room that matches this fish?"

   "Do you have on any clothes that look like this? If so, what? If no, do you know of any fruit that is this color?" etc.

WHAT THEN? OR WHAT ELSE?

1. After the child is sure of these colors, write the names of the colors on the fish for color word recognition.
2. Save these fish, and later as the child is learning words, write the words on the fish and let the child read the words for you.
3. You could even write numbers on the fish and the number words to reinforce number recognition.

HOME LEARNING ACTIVITY Task #201 Tampa, Fla.
Parent-Sulphur Springs School

NAME _____

Desirable Teaching Behavior:
5. Praise learners when they do well.

CONCENTRATION

WHY?

For the child: to help child learn and remember color words
For the parent: to sit with the child and help the child learn color words.

Task will help the child learn color words to use in reading vocabulary and numbers.

WHAT?

16 small cards
Color words written on each card (8 basic colors) so that there are two of each of the color words.

HOW?

1. Parent sits with child at table or on floor.
2. Parent takes cards and places all cards face down on table or floor.
3. Parent calls out number, child picks up card with number on it places it face up. Parent calls another number, if 2 cards math (example: Red and Red) child gets one point and much verbal praise. Game continues until all cards are matched and face up.

SUGGESTED QUESTIONS:

1. What do you see in room that is red?
2. What is the first letter of the word?
3. What is the name of the last letter?
4. How many letters in each word?

ADAPTATIONS:

1. Number names
2. Reading vocabulary
3. Ordinal names
4. Weekly spelling words.

HOME LEARNING ACTIVITY Task #6097 (Revised)
Parent-Robert E. Lee School

NAME _____

Desirable Teaching Behaviors:
1. Encourage questions.
5. Praise learners when they do well.
8. Allow time necessary for thinking.
9. Let learners familiarize themselves with task materials.
10. Explain what the activity is about.

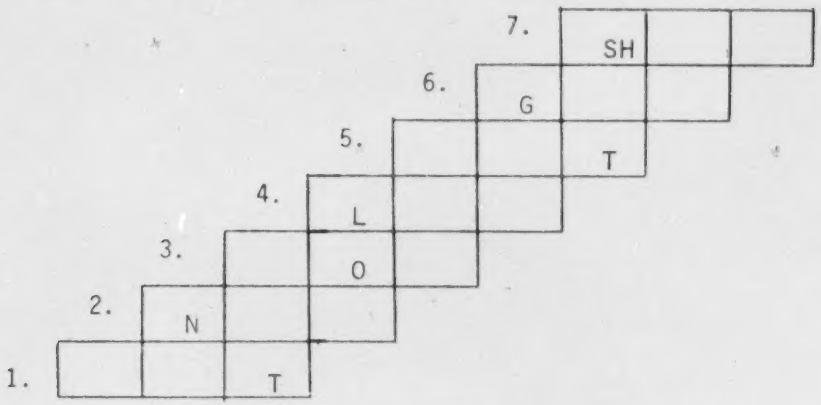
STEP LADDER

WHY? To reinforce the concept of rhyming words. Practice reading words with short o sound.

WHAT? Pencil, puzzle and clues.

HOW?
1. Show learner the attached materials. (D.T.B. #9)
2. Discuss the clues together. (D.T.B. #1)
3. What letters must you write in the blanks? (D.T.B. #5)
4. What's alike about all of these words in the stepladder? What's different? (D.T.B. #8)

WHAT THEN? OR WHAT ELSE?
1. Make up a game of your own. Have all the words rhyme with mop.
2. Play "rhyming words" with a friend.



1. Something your mother uses when cooking.
2. A girl is _____ a boy.
3. Something very _____ Ouch!
4. A whole bunch.
5. A little speck after a sentence.
6. After you get something you have _____ it.
7. The doctor gives you a _____.

Answers: 1. pot 2. not 3. hot 4. lot 5. dot 6. got 7. shot

HOME LEARNING ACTIVITY Task #6992
Parent-Thonotosassa School

NAME _____

Desirable Teaching Behaviors:
5. Praise learners when they do well.
8. Allow time necessary for thinking
10. Explain what the activity is about

TELLING & ASKING

WHY? To reinforce the use of a period after a telling sentence and a question mark after an asking sentence.

WHAT? Pencil

HOW?
1. Remind your learner that a sentence that tells something ends like this .
2. A sentence that asks a question ends like this ?
3. A clue to a question sentence is a first word like can, must or doesn't.
4. Do the sentences below tell or ask? End the sentence with either a period (.) or a question mark (?).

WHAT THEN?
OR
WHAT ELSE?
1. Change each of the asking sentences to telling sentences.
2. Write two questions that you would like someone to answer for you. Remember to use question marks.
3. Which of the telling sentences can be changed to questions.

---

1. Gerald Ford is our president
2. What is the weather like today
3. There are 365 days in a year
4. How do you feel when you're waiting for your birthday to come
5. Tell me what does the word "amused" mean to you
6. Have you ever wondered about what you're going to get for your birthday
7. Doesn't the library have that new book you've been wanting to read
8. I like to hear new riddles so that I can tell them to my friends
9. They made their mother smile
10. Did you remember to feed your dog

HOME LEARNING ACTIVITY Task #6574
Parent-Thonotosassa School

NAME _____

Desirable Teaching Behaviors:
1. Encourage questions.
3. Encourage speaking in complete sentences.
8. Allow time necessary for thinking

THE UGLY DUCKLING

WHY? To reinforce the story of the "Ugly Duckling."

WHAT? Attached puzzle and story

HOW?

1. Show the learner the story and allow time for it to be read. (D.T.B. #8)
2. In the learners own words, the story should be described to you. (D.T.B. #3)
3. Encourage the learner to work out the attached puzzle about "The Ugly Duckling." (D.T.B. #1)
4. Be aware of the clues found in capital letters following a definition. These letters are given in mixed-up order, but can be arranged to form a word, correctly spelled, which will fit into the puzzle.

WHAT THEN?
OR
WHAT ELSE?

1. Look for the crossword puzzle found in the daily newspaper. See if you can work it.
2. Work the other crossword puzzles your P.E. brings you.
3. Read another story and make up a puzzle about the story.

*The idea for this activity was borrowed from the book "Easy Crossword Puzzles."

THE UGLY DUCKLING

It was a hot day in summer. Where the sun danced on the waters the lakes shone like diamonds against the sky, and the brooks ran like jeweled necklaces across the fields. In an area where the trees bent low along the shore it was shady and cool, and here a mother duck sat patiently on her eggs, waiting for them to hatch.

CRACK! went the first one, and out came a baby chick! CRACK, CRACK! and out came two more. CRACK, CRACK, CRACK! and all the chicks were out except one. They were beautiful to look upon and Mama Duck was quite proud.

But the last egg, the largest one of all, would not open, and she sat on it a while longer. Finally, with the great crack, it also open, and out came a duckling three times as large as the other chicks and, oh, so ugly!

"What have we here?" cried the mother duck. "Can it be that Mother Turkey has placed her egg in my nest when I wasn't looking? How could she have done this to me? But no, it cannot be. He is our own baby duckling and we shall all love him."

So without further ado she pushed them all in the water, the big one as well as the little ones, and soon they were in the middle of the lake, surrounded by other ducks.

"Look at this ugly duckling!" cried one white chick. "Yes, look at him!" cried another. "Let's find out if he is real." And they both flew at him and bit his neck with their tiny bills. In a moment all the ducks were upon him, raining blows and pushing him this way and that.

At last Mama Duck got him away, and he was left in a shallow spot near the shore, alone and miserable. He found his way into the duckyard and the hens pecked at him and the girl who came to feed them gave him a kick and pushed him away.

"I am so ugly," though the duckling with a sob, "that I am unwanted anywhere. Nobody loves me. The only thing left for me to do is to go away." So he hopped over a hedge and landed in the middle of a flock of birds who took one look at him and flew off with a great chattering. Only an owl remained in a tree, and he looked down upon him with wide-open eyes.

The duckling lay down to sleep, and when morning came he slipped into the water and swam and swam, making sure not to go out too far from shore. Soon he was a long way from home and for the first time he forgot how ugly he was. He was almost happy! He was only a scant distance from shore when he spied a little ewe standing on the water's edge and he swam close to look at it. Suddenly a boy appeared and tried to nab him, but he swam out into the distance while the boy threw stones at him.

The summer went, the fall went, and the winter came. And how he managed to live through the rains and the wet snows it is better not to say. When the spring came he had made up his mind to die rather than live to be bitten and pushed and kicked because he was so ugly.

He found his way to a lake in a garden, and he saw three beautiful swans sailing like magic white ships on the water. "What beautiful birds!" he said aloud. "If I must die, let me die at the side of these beautiful creatures." And he swam over to bow his head to them and let them bite him to death.

But as he bent low, waiting for them to kill him, his heart gave a sudden leap! For there was his image reflected in the water, and it was not that of the ugly duckling that he was last year, but a white swan even more graceful than the ones sailing beside him.

42

A crowd had gathered on the shore, and children were asking, "What is that new one next to out Leda?" And a little girl in a sailor hat cried joyfully, "He looks like a toy ship. Let's name his Sailboat.'" And they threw bread crumbs to him.

And tears of joy fell from his eyes as he straightened up to arch his neck and sail proudly before the children, no more the ugly duckling that everyone pushed around, but a beautiful white swan whom everybody loved.

THE UGLY DUCKLING PUZZLE

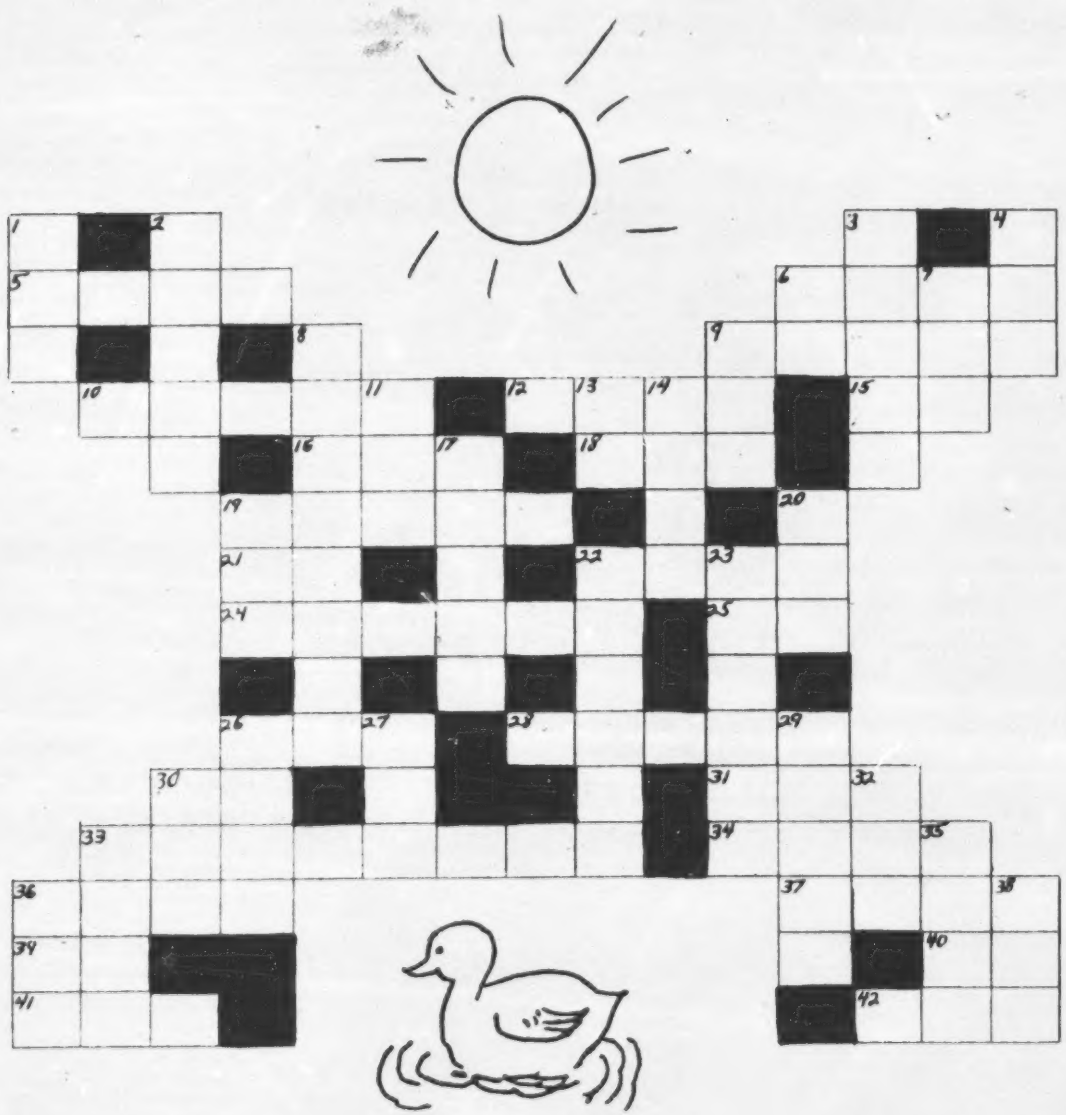
ACROSS

5. The _____ duckling.
6. A certain space.
9. Word meaning "white rains in winter"
10. Three white _____ sailing like magic ships in the water.
12. Word meaning "to strike with the toe of the foot."
15. Word sometimes used instead of "us"
16. I am; he _____; you were.
18. Word meaning "plaything."
19. She sat on the eggs waiting for them to __ __ __
21. Word meaning "into."
22. Word meaning "too."
24. The boy threw _____ at him.
25. Word sometimes used instead of "near" or "by."
26. Fuss
28. Beaks.
30. Either, _____; neither, nor.
31. Opposite of "new."
33. The ugly _____.
34. Genuine.
36. The two of them.
37. The things with which you see.
39. Word meaning "upon"
40. Word meaning "accomplish" or "act"
41. Opposite of "dry."
42. Word meaning "to grab." (BAN)

DOWN

1. What shines down in the daytime?
2. Word meaning "punches."
3. A large group of people.
4. I have' he _____; they have.
6. Word sometimes used instead of "a."
7. A female sheep.
8. Unwelcome; not desired.
9. Word meaning "the heavens."
11. Past of the word "sit."
13. Word used to denote an object.
14. Opposite of the word "warm."
17. Inadequate; meager. (CANTS)
19. Belonging to him.
20. Opposite of "cold."
22. Inquiring.
23. A little girl in a _____ hat.
26. He straigtened up to _____ his neck.
27. A bird with great big eyes.
29. To close your eyes and rest; slumber.
30. Opposite of "in."
32. From sunup or sundown.
33. Accomplished; finished.
35. The name given to the first swan. (DEAL)
36. Word meaning "to bend."

An additional clue to an answer you may be seeking will sometimes be found in the capital letters following a definition. These letters are given in mixed-up order, but can be arranged to form a word, correctly spelled, which will fit into the puzzle.



HOME LEARNING ACTIVITY

Task #6796
Parent-Thonotosassa School

NAME _____

Desirable Teaching Behaviors:
2. As questions that have more than one correct answer.
5. Praise learners when they do well.
8. Allow time necessary for thinking.
9. Let learners familiarize themselves with task materials.

ALPHABET FIND

WHY? To reinforce the initial consonants in Book I of the Sullivan Reading Program.

WHAT? Attached ditto and pencil

HOW?

1. Show your child the attached materials. (D.T.B. #9)
2. Discuss the letters in the alphabet.
3. Find the missing letter from the alphabet and complete the word. (D.T.B. #8)
4. Print the letter in the word it belongs to.

   Example:

   ___ AN

5. Ask your child questions such as: (D.T.B. #2)

   "Where have you seen these before?"
   "Can you use them in sentences?"

6. Allow time for the child to make up some words and pictures of his own. (Praise) (D.T.B. #5)

WHAT THEN? OR WHAT ELSE?

1. Practice writing the words on paper. Stress the correct form of the alphabet letters.
2. Make up a story using words on task sheet.
3. Sound out the letters. Slide the sounds together to form words.

Aa	Bb	Cc	Dd	Ee
Ff	Gg	Hh	Ii	Jj
Kk	Ll	Mm	Nn	Oo
Pp	Qq	Rr	Ss	Tt
Uu	Vv	Ww	Xx	Yy
Zz				

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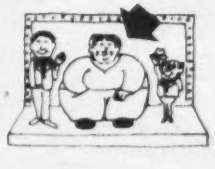
___ at 

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HOME LEARNING ACTIVITY

Task #6724
Home-Thonotosassa School

NAME _____

Desirable Teaching Behaviors:
3. Encourage speaking in complete sentences.
5. Praise learners when they do well.
9. Let learners familiarize themselves with task materials.

I CAN COLOR

WHY? To reinforce the 8 basic color words.

WHAT? Attached ditto, crayons

HOW?
1. Have learner look at the attached ditto and discuss the picture. (D.T.B. #3 & #9)
2. Point to a color word and see if learner can read it.
3. Discuss each object and the color word to go along with it.
4. Have learner color the picture. (Praise) (D.T.B. #5)

WHAT THEN? OR WHAT ELSE?
1. The next coloring book you buy for your child could be one that reinforces this concept. (Some are color-by-numbers which stresses number recognition plus color recognition.)
2. Write color words on a page torn out of a coloring book.

black
black
orange
orange
red
blue
Yellow
Purple
red
orange
orange
brown

HOME LEARNING ACTIVITY

Task #6773
Parent-Thonotosassa School

NAME _____

Desirable Teaching Behaviors:
1. Encourage questions.
2. Ask questions that have more than one correct answer.
3. Encourage speaking in complete sentences.
4. Encourage learners to enlarge upon their answers.
5. Praise learners when they do well.
8. Allow time necessary for thinking.
9. Let learners familiarize themselves with task materials.
10. Explain what the activity is about.

IT ALL ADDS UP TO FLORIDA

WHY? To give the learner the opportunity to learn about the state the learner lives in. To reinforce the concept of addition facts to 18.

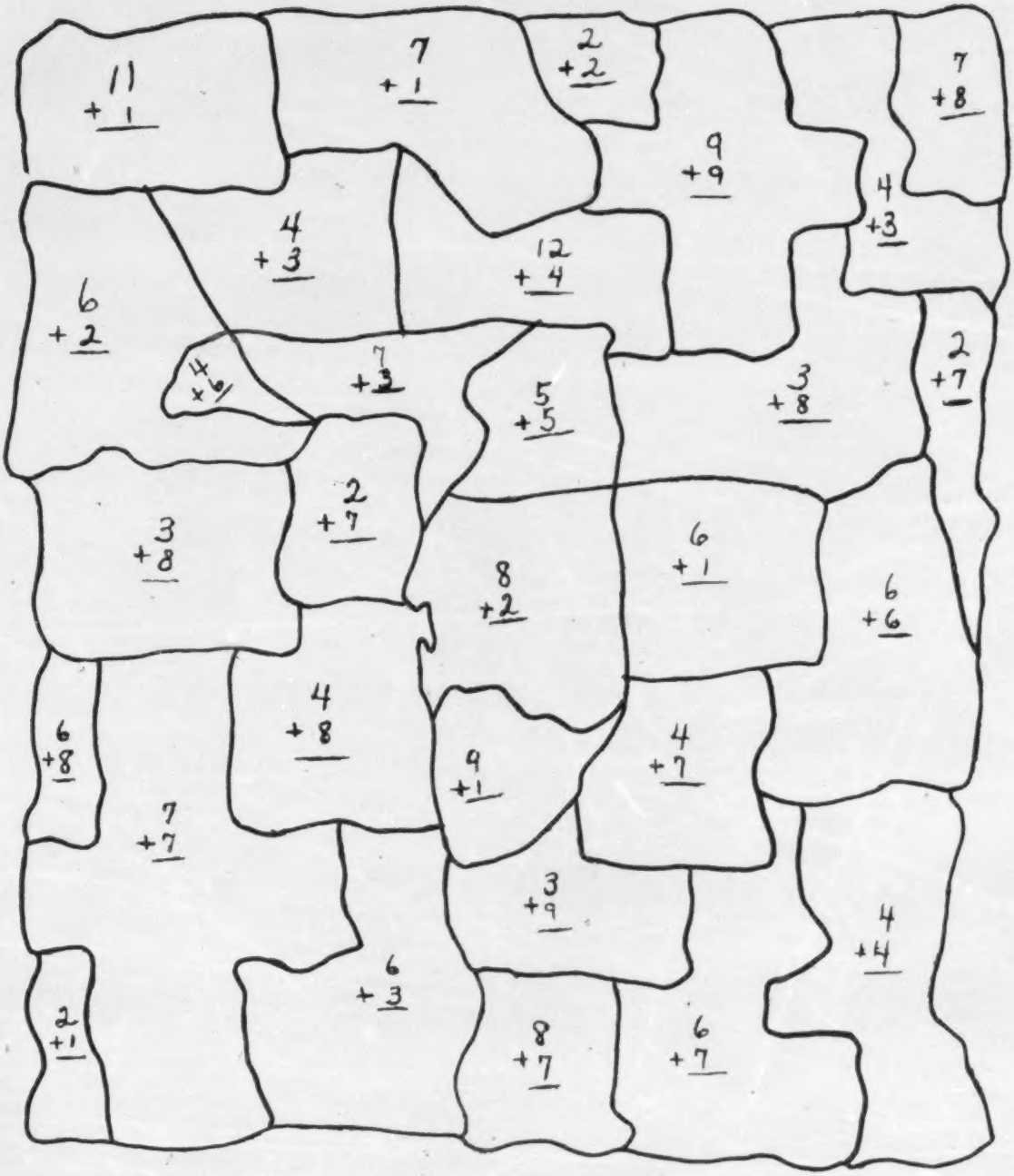
WHAT? Attached ditto

HOW? Have the learner solve all the problems.
After finding all the sums, have the learner color all the areas that equal 10 green, and all the others blue.

WHAT THEN?
OR
WHAT ELSE?

1. Discuss where on the map of Florida your city or town is located.
2. Have the learner look up Florida in an encyclopedia (if possible) and discuss population, capital and large bodies of water.
3. Have the learner draw a picture of our state capital or a picture of the state flower or bird.
4. You might also use this task to lead into a discussion of the 1976 Bicentennial.

FIND THE HIDDEN SHAPE.



1. FIND ALL THE SUMS.
2. COLOR ALL THE AREAS THAT ADD UP TO 10 GREEN.
3. COLOR ALL THE OTHER AREAS BLUE.
4. WHAT STATE DO YOU SEE?

HOME LEARNING ACTIVITY

Task #6373
Home-Sulphur Springs School

NAME _____

Desirable Teaching Behaviors:
2. Ask questions that have more than one correct answer.
5. Praise learners when they do well.
9. Let learners familiarize themselves with task materials.

TRAFFIC SIGNS

WHY? To reinforce the meaning of traffic signs. Children should learn signs by their shape.

WHAT? Ditto of traffic signs

HOW.?

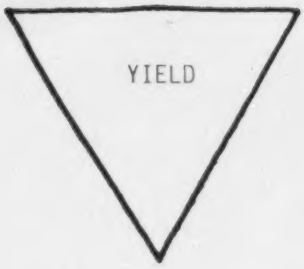
1. Show your child the traffic signs (D.T.B. #9)
2. Discuss with your child that traffic signs are placed at intersections to control the orderly movement of traffic.
3. Have your child tell you about the signs. Praise
4. Ask questions like:
   a) What does the stop sign mean?
   b) Does a car, or bicycle have to come to a complete stop?
   c) Can it just slow down? Why not?
5. What does yield mean?
6. What's the difference between a railroad warning and a railroad sign?
7. Why are information signs up on our highways?
8. What is a warning sign? What kind of warning might be on this sign?

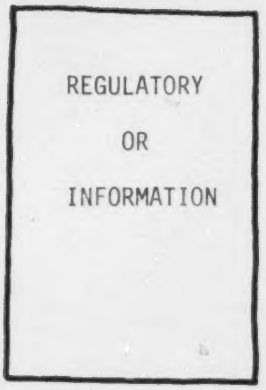
WHAT THEN? OR WAHT ELSE?

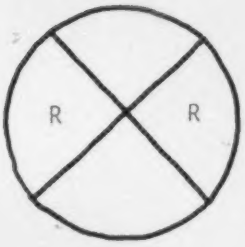
1. As you're riding in your car point out the signs you and your child have discussed.
2. Remind your children who ride bicycles to watch for street signs.
3. Discuss traffic signals such as a red light, an amber light, a green arrow, a flashing red light, or a flashing amber or caution light.

STOP

DO NOT
ENTER


YIELD


REGULATORY
OR
INFORMATION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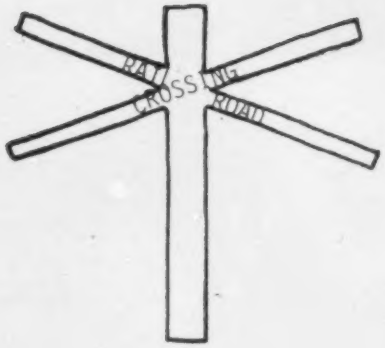
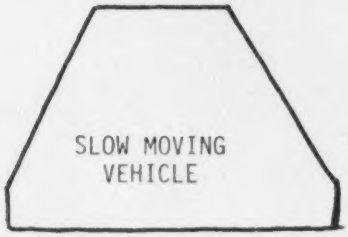
WARNING


RAIL
CROSSING
ROAD


SLOW MOVING
VEHICLE